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examined in order to explain its present-day institutions and ideals. The nations suggested for such a treatment are France, England, Germany, Russia, Italy, the Austro-Hungarian Empire, Turkey and the Balkan States, China, Japan, and the Philippine Islands as an example of a nation in the making. For each of these nations the book furnishes an outline to be followed, references to be read, and a general discussion of ways and means of carrying out the work.

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*An introduction to the study of economics and sociology.*—A number of individuals are interested just now in securing more attention to the social studies other than history in the junior and senior high schools. Evidence of this interest is found in the fact that at the present time there are five committees of national scope working on the problem. One of the difficulties these workers are finding is the scarcity of suitable material. Because of this fact, they will be interested in a recent publication in the field.<sup>1</sup>

The author of this book has done more than simply produce another book on elementary economics for use in high schools. He has in reality broken away from the traditional discussion of consumption, production, exchange, and distribution, and organized his discussion in quite a different manner from that followed by traditional texts in the field. In Part I such topics as getting a living under various conditions and industrial progress in the United States are discussed. Part II includes a somewhat theoretical discussion of production of commodities, wants and value, wealth and income, and competition and money. The major part of the book, however, is included in Part III in which the author discusses present-day economic problems, some of which are money and banking, forms of business organization, railway transportation, municipal monopolies, the labor force, labor organizations, labor legislation, methods of paying for labor, agriculture economics, insurance, marketing, public expenditures and public debts, taxation, industrial unrest, and social and industrial betterment. The discussions throughout are brief and to the point. At the end of each chapter topics for discussion are listed. There are no lists of reference books. This seems unfortunate since the book itself does not contain enough material for even a half-year course in the subject.

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*A new book on Americanization.*—There are many persons who are at this time interested in the problems relative to Americanization. Professor Bogardus meets these interests in a book<sup>2</sup> which deals with such general topics as Americanization and American traits, the native-born and American traits, the foreign-born and American traits, and methods of Americanization. There is also an appendix of sixty-seven pages which contains much concrete material. For example, Appendix A is made up of a group of brief original statements of American ideals by representative American spokesmen. A statement of American ideals in 1620, in 1757, in 1775, in 1776, in 1787, in 1796, in 1801, in 1823, in 1830, etc.,

<sup>1</sup> FRANK TRACY CARLTON, *Elementary Economics*. New York: Macmillan Co., 1920. Pp. viii+212.

<sup>2</sup> EMORY S. BOGARDUS, *Essentials of Americanization*. Los Angeles: University of Southern California Press, 1919. Pp. 303.

appears in this material. These statements are intended for the convenience of speakers, teachers, and students who desire concrete material along this line. Appendix C contains a series of problems in Americanization based on each chapter in the book, and Appendix D, a long list of selected readings topically arranged. On the whole, the book is a valuable contribution to a subject in which there is much interest at the present time.

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*A new upper-elementary grade or junior high-school history.*—In all probability the histories of the United States published during the next five years will be unlike those written during the past ten years. The World War and its outcomes have demonstrated that our United States history texts must be written from a new viewpoint. A book purporting to have this new viewpoint has recently appeared.<sup>1</sup> Some of the new things which the author claims that his book does are: connects the story of our national life with the rest of the world; treats the Revolutionary War as one phase of a larger revolution against kingly usurpation, and the War of 1812 as an incident in the Napoleonic Wars; emphasizes the foreign relations of the United States, and gives much attention to social and economic history.

There is nothing new in the author's general organization, sequence of topics, pedagogical aids, or material included in the appendix. Viewed from all these angles, the book looks like many others now in the field. The chronological approach has been rigidly followed in general organization and in the organization of each part. The pedagogical aids placed at the end of each chapter consist of references for the teacher, references for the pupil, and special topics for the teacher and the pupil. In the appendix are included the Declaration of Independence, the Constitution of the United States, and two tables, one of the states and one of the presidents and vice-presidents.

On the whole, the book is attractive in appearance, contains many well-selected illustrations and maps, gives a full and fair treatment of the topics discussed, and places due emphasis on our history since 1865. It deserves to meet with immediate success.

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*A new organization of botanical material.*—A small book which organizes the materials of high-school botany with reference to the life of the plant rather than to its structure as is usually done has just come from the press.<sup>2</sup> Another feature of the publication is its large use of the problem method of presentation. In glancing through its pages one finds each laboratory exercise presented as a definite problem to be solved by the pupil with the minimum assistance. As a whole, the problems which the students are asked to solve relate to situations that actually arise in experience. Strong emphasis is placed on field trips, not of the pointless kind, but real laboratory studies out-of-doors. While the book can be used with any textbook in botany, it is primarily designed to accompany Bergen and Caldwell's *Introduction to Botany* and *Practical Botany*.

<sup>1</sup> WILLIAM BACKUS GUITTEAU, *Our United States: A History*. Chicago: Silver, Burdett & Co., 1919. Pp. xii+637+xliv.

<sup>2</sup> WILLIAM LEWIS EIKENBERRY, *Problems in Botany*. Boston: Ginn & Co., 1919. Pp. xii+145. \$0.72.